



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Application stamp-in date and time

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Grant period from

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3 : January 1, 2019 - June 30, 2020

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Title

Email Phone

Signature  Date

Grant Writer Name Signature  Date

☐ Grant writer is an employee of the applicant organization.

☒ Grant writer is not an employee of the applicant organization.

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**

- ☐ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Vidor ISD needs to decrease the turnover rate of teachers (currently 11.3%) in order to ensure consistency and expertise in our instructional program.	Current staff who become certified in this program will commit, through an MOU, to remain in the district at least 4 years. The ongoing mentorship, coaching, and support system provided through the grant program will promote success and job satisfaction. Because we are recruiting current staff for advancement, our candidates have already made their homes in the Vidor community.
Vidor ISD needs to increase the number of fully certified teachers in hard to staff areas to 100%.	Recruitment efforts will promote certification in hard to staff areas. Candidates with successful experience working in these areas and/or real world experience will be sought out during the recruitment process. Students in the ETC courses will also be exposed to and encouraged to explore a future career in these areas.
Vidor ISD needs to increase the number of Hispanic teachers to better match student demographics. The percentage of teachers who are Hispanic is 75% of the percentage of students who are Hispanic.	During the recruitment process, principals will specifically seek out and encourage successful staff members (and students for the ETC courses) who are representative of student demographics and/or bilingual to apply.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

In order to address the needs identified through our needs assessment process, Vidor ISD has committed to the following SMART goal:

By the end of the 2020-2021 school year, 10 team members who are representative of student demographics in Vidor ISD will be certified by the Texas State Board of Educator Certification as teachers, enabling them to fill teaching vacancies, including those in hard to staff areas.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Vidor ISD enters into an MOU in partnership with an IHE to provide degree completion and certification for 10 teacher candidates within the two-year period required by the grant program. Support for candidates from the district and the University is specifically articulated.

Vidor ISD finalizes recruitment of candidates who exemplify established criteria and enters into an MOU with candidates who commit to complete their degrees and certification within the two-year period required by the grant period and remain in Vidor ISD to teach for a minimum of 4-years. Support provided for candidates from the district and the IHE is specifically articulated.

Vidor High School will actively recruit students who exemplify established criteria to enroll in each of the courses offered in the Education and Training sequence.

Measurable Progress (Cont.)

Second-Quarter Benchmark

10 teacher candidates in Vidor ISD will enroll in the IHE providing degree completion and coursework. Orientation and support networks will be established. Candidates will be invited to participate in the Vidor ISD in-service training as teachers in the field for which they will be certified, supported by release time as appropriate.

A kick-off event will be held for students enrolled in the Vidor ISD Education and Training program and their parents to highlight the advantages of a teaching career, colleges that provide exemplary programs in education, and field experience opportunities.

High performing mentors who excel in supporting their colleagues will be selected for the teacher candidates. A mentor-teacher kick-off event will be held. Dedicated time for mentors and teachers to meet and conduct planning/observations will be established.

Third-Quarter Benchmark

10 teacher candidates will begin the program to complete their degrees and certification with articulated support from the district, the IHE, mentor teachers, and administration.

Students enrolled in the Vidor ISD Education and Training coherent sequence of courses will begin preparation to participate in at least one TAFE activity or event.

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The Assistant Superintendent will serve as the project director of the Vidor ISD Grow Your Own Grant and will collaborate with the participants, mentors, principals, and IHE/EPP to monitor implementation and success of all program activities and provide just-in-time modifications through a multi-faceted support/leadership sytsem designed to ensure the success of the candidates and the program as a whole. The team will continually monitor associated data including program-level and participant-level data. This data, including the TEA-mandated performance measures, will be collected and analyzed formally in quarterly program meetings. The Assistant Superintendent will serve as the liaison with the partner IHE/EPP and will meet at least biannually with the IHE contact, participants, and mentors to review progress and program effectiveness. The IHE contact will submit data regarding participant progress quarterly. Transcripts will be submitted for participants completing a bachelor's degree to evidence progress towards completion. Results will be shared at cabinet meetings where the successes and challenges of district initiatives are routinely shared, analyzed, and discussed in order to ensure a system of support at all levels/departments in the district.

Sustainability will be achieved through the ongoing support system in place for the participants and the program, consistent program monitoring and just-in-time interventions, and the MOUs established with participants and the IHE. In addition, the implementation of a high-quality Education and Training Program at Vidor High School will provide a long-term, sustainable pipeline of home-grown teachers. Both current employees and current students of Vidor ISD have ties to the community and are representative of the diversity in those communities. Therefore, they are more likely to remain in the Vidor community to make their homes and careers long term.

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
 - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
 - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
 - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
 - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and
- ☒ shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
 - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
 - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☒ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☒ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☒ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☒ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

The Vidor ISD plan for recruitment and selection of the teachers who will teach the Education and Training Courses was designed to ensure focus on selecting the most successful, motivated, and motivational teacher participants who have:

- Demonstrated success in the classroom, evidenced by student achievement and evaluations.
- Demonstrated passion for the teaching profession.
- Demonstrated commitment and enthusiasm for sponsoring an Education and Training CTSO and previous, successful experience leading student activities/organizations.
- Recommendations from principals and colleagues.
- good standing with the human resources department.
- Diversity reflecting that of student population
- Experience and training in supervising student work-based experiences and participation in professional development on best practices prior in doing so.
- Positive relationships with students.
- Agreed to enter into an MOU with the district to commit to remaining in the district for at least 4 years after receiving the stipend.

Supports that will be provided to Pathway 1 candidates include:

- Access to high quality professional development including that provided by state CTE organizations and the ESC 5 service center.
- Opportunities to collaborate with colleagues doing the same work in high schools and in post-secondary Educator Preparation Programs.
- Sufficient time and resources to plan, organize, coach, and monitor student field experiences.
- Sufficient time and resources to recruit and retain students in the program.
- Sufficient time and resources to participate in CTSO activities.
- Recognition for efforts and successes in the program.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

The Vidor ISD selection process for candidates for Pathway 2 of the Grow Your Own Grant program was designed to ensure a focus on recruiting candidates who would meet the greatest needs of the district in certification areas and demographics, who are representative of student demographics, and who have successful experience in our schools with our students.

Candidates are recruited through emails and website postings, meetings, principal encouragement and recommendations from supervisors. While a wide-spread effort is being made to get the word to all potential candidates, a special emphasis was made by campus leaders to encourage potential candidates who are Hispanic and who have skills/experience in high-need areas.

Criteria for recruitment a selection include:

- Willingness to commit, through an articulated Memorandum of Understanding (MOU), to remain in the district for at least four years after completing their teaching certification.
- Minimum of two full years of service in Vidor ISD.
- Completion of an in-district application process.
- Positive evaluation ratings.
- Involvement in school activities.
- Demonstrated passion for the teaching profession.
- Recommendations from principals, teachers, and/or colleagues.
- Priority given to those receiving certification in hard-to-staff areas.
- Diversity reflecting that of student population (particular need for Hispanic teachers)

Supports that will be provided to Pathway 2 candidates include:

- Flexible coursework available through online courses.
- Classes taught as a cohort on-site at a Vidor ISD school.
- Ongoing opportunities for job-embedded application of coursework.
- Support team consisting of IHE field experience supervisor, district field experience supervisor, mentor teacher, and principal.
- Opportunities to participate in professional development with in-service teachers.
- Clinical teaching assignment(s).
- Ongoing mentorship, coaching, and support that extends beyond the life of the grant.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit		X \$11,000 =	
Number of teachers who are teaching Education and Training courses, but not for dual credit	2	X \$5,500 =	11,000
Number of high schools with existing Education and Training courses in 2018-2019	1	X \$6,000 =	6,000
Number of high schools without existing Education and Training courses in 2018-2019		X \$9,000 =	
Total Request for Pathway 1			17,000

PATHWAY TWO

☒ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only		X \$5,500 =	
Number of candidates pursuing both a bachelor's degree and a teacher certification	10	X \$11,000 =	110,000
Request for Pathway 2			110,000
Request for Pathway 1			17,000
Total Combined Request for Pathways 1 & 2			127,000

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
Total Request for Pathway 3			

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)**BUDGET**

Stipends for ETC Teachers	10,000

PROFESSIONAL AND CONTRACTED SERVICES (6200)

SUPPLIES AND MATERIALS (6300)

Materials for ETC courses and CTSO participation	3,000

OTHER OPERATING COSTS (6400)

Travel and Registration Fees for CTSO Participation/Event Participation	3,000
Tuition for IHE/EPP	103,365
Travel/PD for Pathway 1 and 2 Participants	5,000

Total Direct Costs 124,365

Should match amount of Total Request from page 8 of this application

Indirect Costs 2,635

TOTAL AMOUNT REQUESTED 127,000

Total Direct Costs plus Indirect Costs

Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

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Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

Vidor High School currently offers students a coherent sequence of courses in Education and Training, formerly the Ready, Set, Teach! Program, that includes the following courses:

Grade 9 - Principles of Human Services
Grade 10 - Child Development
Grade 11 - Instructional Practices
Grade 12 - Practicum in Education and Training

This program is enhanced through active participation in TAFE which enables students and teachers to build professional relationships to support their studies and careers, in addition to connecting their studies with real world experiences and increasing their motivation to commit to the teaching profession. Currently, 20 Vidor High School students participate actively in TAFE. This number will increase following enhanced recruitment efforts.

Vidor High School will ramp up recruitment efforts for the Education and Training program through peer presentations for students, 8th grade orientation sessions, parent meetings, four-year planning with counselors, career inventories, career fairs, and career-counseling. Counselors will receive increased training in the ETC program goals and benefits and resources to promote the program.

The teachers of the ETC courses have been recruited based on demonstrated success in the classroom and passion for the profession. They have positive relationships with their students and are enthusiastic about sponsoring TAFE and about sharing the joys and rewards of their profession. Grant funds will support the Education and Training courses and the TAFE chapter by supplementing classroom materials and funding costs for students to participate in TAFE events and competitions.

The Vidor ISD CTE director will provide additional support for the teachers in the implementation of their courses and will also do so for increasing and enhancing participation in the TAFE chapter, including increased access to professional development and coordination of funds.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

Vidor ISD will actively recruit students, specifically targeting students who meet the following criteria:

- Interest in and aptitude for the field of education as demonstrated through a career interest inventory administered to all students in the 8th grade, career counseling sessions, and development of four or six-year plans with parents and counselors.
- Strong reading, writing, and communication skills or a willingness to attend tutoring in these areas if weaknesses are present.
- Enthusiasm for the profession of teaching.
- Demonstrated compatibility with a field in public service.
- Priority will be given to recruiting students in the top quartile of their class and/or who represent the demographic most under-represented in our current teaching force (Hispanic).

Marketing and recruitment strategies will include classroom presentations, 8th grade career pathway events, parent presentations, four-year planning with counselors, career fairs, teacher recommendations, and career-counseling.

District and campus leadership and staff will motivate students to enter and persist in the Education and Training courses by ensuring that the program has excellent teachers, adequate resources to be a flagship program in the district, valuable and authentic field experiences for students with a web of support to succeed, and by constantly celebrating teachers, future teachers, and the teaching profession. Support of active participation in the CTSO and work-based experiences will also provide motivational experiences to students to encourage them to persist.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

N/A

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

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Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

Vidor ISD will partner with an Educator Preparation Program that is an IHE so enables our candidates to compete their degrees and certification concurrently within the 2-year timeline of the grant. The IHE provides a program with proven success demonstrated by the quality of teachers currently in the district who have graduated from previous cohorts.

The Vidor ISD Grow Your Own Participants will form a cohort. Since each candidate – driven by personalized review of their transcripts and the requirements for area of certification sought - will need some different courses/schedules, many courses will be offered online with flexible scheduling. However, selected courses will be taken as a cohort, and taught face to face at a school in Vidor ISD in order to ensure:

1. personalization of learning to student and district needs;
2. consistent collaboration among the professor, mentor teachers, and field supervisors;
3. authentic and on-going job-embedded coaching;
4. easy access in terms of schedule and location; and
5. consistent supports to encourage persistence and sustainability.

In addition, district leaders and support staff will collaborate with the support team to ensure that mentors have sufficient time to coach the participants, successes are celebrated, participants are offered the same opportunities as in-service teachers for district professional development in their area of certification/need, and job responsibilities align with the opportunities for participants to practice what they are learning.

Pedagogy courses taught by the IHE, including clinical teaching, will include job-embedded training through a cohort model. Candidates will be assigned a university field mentor and on-site field mentor who work with students throughout the course in collaboration with the course instructor to ensure that content is directly applied. In addition, the field supervisor provides encouragement and oversight for sustainability of candidates.



Texas Education Agency
Grants Administration Division
1701 N. Congress Avenue
Austin, Texas 78701-1495

To Whom It May Concern:

The Vidor Independent School District Board of Trustees wholeheartedly supports our school district's participation in the 2019-2021 Grow Your Own Grant Program. Recruiting and retaining high quality teachers is a priority for our Board, and the opportunity to provide Vidor ISD team members the opportunity to obtain their teaching certification is consistent with our Board Goals and the needs of our school district. The staff who are selected for participation in this opportunity will have a demonstrated commitment to our vision for our school district and our community. In addition, they have already demonstrated their effectiveness in serving our students.

The Vidor Independent School District Board of Trustees will support efforts to implement this program and to sustain it over time. The grant presents an excellent opportunity to expand and enhance our current Education and Training Career and Technology Education Program to better prepare our students for college and careers in the teaching field.

Thank you for offering this opportunity to the students and staff members of Vidor ISD.

Sincerely,

Carrie Vincent, President
Vidor ISD Board of Trustees